WGH noted 4/30/63

THE RICHARDSON FOUNDATION, INC.

GREENSBORO, N. C. - NEW YORK, N. Y.

122 EAST 42ND STREET
NEW YORK 17, NEW YORK

RECEIVED
NAEB HEADQUARTERS
APR 29 1963
A M 7 8 9 10 11 12 1 2 3 4 5 6 P M

April 26, 1963

Mr. William G. Harley
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington 6, D. C.

Dear Mr. Harley:

I apologize for failure to acknowledge receipt of your brochure proposing a plan for development of educational broadcasting as an aid to better citizenship. I studied your plan and think it has real merit.

At present, The Richardson Foundation's resources are committed to other organizations to an extent which makes it difficult for us to give favorable consideration to many desirable undertakings.

I hope that some way may be found to enable you to develop this idea to fruition.

Cordially yours,

Capus Waynick
Executive Vice President

CW:mma

April 22, 1963

Mr. Capus Waynick
Executive Vice President
The Richardson Foundation, Inc.
122 East 42nd Street
New York 17, New York

Dear Mr. Waynick:

Several months ago, in response to your invitation, we sent you a proposal on a "Plan for Professional Development of Educational Broadcasting as an Aid to Better Citizenship."

It may very well be that upon examination, the proposal did not accord with your present interests, but since we have had no acknowledgment of its receipt, it occurred to me that it might just possibly have gone astray.

Sincerely yours,

William G. Harley

WGH:jms

November 20, 1962

Mr. Capus Waynick
Executive Vice President
The Richardson Foundation, Inc.
122 East 42nd Street
New York 17, New York

Dear Mr. Waynick:

I enclose the proposal which you were kind enough to suggest we might prepare as a follow-up to our initial discussion.

As I indicated on the phone, this should be regarded as a draft and could be modified in accordance with subsequent discussion. A final proposal would of course spell out various aspects much more fully, particularly in respect to details of the specialized projects and their budgets.

We hope the suggestions advanced herein are in accord with the Foundation's current interests and, as such, will warrant further discussion. I will be glad to come up to New York at any time to talk with you.

Sincerely yours,

William G. Harley

WGH:ce
Enclosure

NATIONAL ASSOCIATION

OF

EDUCATIONAL BROADCASTERS

* * * * *

PLAN FOR PROFESSIONAL DEVELOPMENT OF EDUCATIONAL BROADCASTING AS AN AID TO BETTER CITIZENSHIP

Richardson Foundation Proposal.

November 19, 1962

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IN BRIEF

The purpose of this paper is to demonstrate that there is need for professional development of educational broadcasting as an effective and continuing approach to citizenship training.

A. The Premise

1. The ideas and ideals which characterize American democratic society face a period of serious crisis and threat in the years ahead.

2. Education is a fundamental tool in the instillation and preservation of these ideas and ideals.

3. Traditional methods of education are inadequate to meet the stress and strains of the times.

B. The Answer

1. Educational radio and--especially television--provide the most rapid means for dynamic expansion of the educational facilities and educational effectiveness of the country.

a. The attained status of educational broadcasting and the projected expansion in the next few years indicate satisfactory progress of the technology.

b. There is a widening gap between the technology and the people with the knowledge, skills, and understandings to apply it to education.

c. Such a personnel resource can only be developed through expanded activities aimed at creating a true profession of educational broadcasters.

d. The development of a core of highly competent professionals to operate radio and television facilities has a direct bearing on the effective use of such facilities in the furtherance of civic education.

e. Educational broadcasting is uniquely qualified to utilizing these instruments for advancing civic education via programming for children in school, adults at home, and teachers in service.

C. The Plan

1. In addition to continuing its traditional activities as a professional association, the NAEB will intensify its efforts to:

a. Develop an increased number of well-prepared and dedicated people with standards, qualifications, and skills of a true professional group, thus reinforcing a project to ...

b. Develop a major citizenship training program through facilities and personnel of educational broadcasting implemented through seminars, program series, and cooperative enterprise with educational institutions and associations.

PROFESSIONAL DEVELOPMENT OF EDUCATIONAL BROADCASTING AS AN AID TO BETTER CITIZENSHIP

An American Imperative

The need for more education, and, what is more important, better education in the United States, is upon us in full force. The impact of a rapidly rising population is clear in the overcrowded classrooms, sub-standard facilities, and inadequate teaching force.

Of even greater concern is the need for an increase in the quality of education.

The United States today is involved in a struggle for ideological survival; education is the accepted basis not only for survival but for the beneficial and enlightened progress of our civilization.

We are appallingly ill-prepared to meet this challenge.

In 1957 Sputnik I, suddenly awakened Americans to the realization that the Soviet Union was rapidly overtaking us in the capacity to wage modern war while still holding fast to its goals of world domination. Inescapably this was a challenge of one way of life to another way of life, a challenge of one philosophy and system of education by another philosophy and system of education. Events and disclosures have only added to this revelation and to our justifiable alarm. The simple fact is that the Soviets are doing a better job in the survival curricula than we are. We must find the means to surpass their performance while still holding firm to the human freedoms which are the basis of a democratic society.

Not only must we strengthen the quantitative and qualitative productivity of the American schools, but there is also the vast and continuing task of providing adult Americans with the means and opportunities for greater learning; for becoming reliably informed on national and international affairs, for overcoming illiteracy, for broadening cultural horizons, and for giving Americans knowledge of the history and development of other peoples and other countries and, especially, a greater appreciation and understanding of the heritage of their own country and the principles which are its reason-for-being.

Whereas all education is important to the development of mature, informed and responsible citizens, there is an urgent need for selective emphasis upon those areas which most directly relate to developing a committed and responsible citizenry for effective participation in a self-governing society. In a time when our way of life is challenged as never before--Americans must find answers for fundamental questions of values, purposes, and responsibility.

They will find such answers only in more and better education. Since our system of government rests upon the combined attitudes and judgments of all rather than of a few, education must be widespread and equally available. Not only must education be activated widely but also intensively.

If education is to develop skills, knowledge, and attitudes which will perpetuate our form of society and strengthen the ideological and moral fiber of the nation, we must pursue excellence with these goals in mind.

In the face of such compelling needs, where are we to find the means of extending the scope and effectiveness of our educational resource?

The most feasible answer lies in the immediate and massive application of technology, particularly in communications.

The Role of the New Electronic Media

When communications technology is skillfully used in the educational process, it makes possible the extension of more learning to more people in less time at less cost. This is especially true of television.

Research and experimentation have proved conclusively that television can teach. Moreover it can extend the talents of gifted teachers widely to many people simultaneously. More importantly, television through its ability to provide close-up and magnified views, and incorporate other visual devices, and introducing learning experiences not possible or normally available in the classroom, can improve the quality of the learning process.

Some of the educational uses of radio and television are:

In elementary and secondary schools--small organized instructional programs, particularly in subject areas when there is a shortage of competent teachers.

In colleges and universities--distribution of lecture or laboratory demonstrations to a large number of students on campus or at extension centers.

For improvement of teaching--the impact upon teaching methodology caused by imposing sharper discipline, in increasing the variety of teaching aids; introducting innovations in the classroom; teacher-training through opportunities for observation of classroom practices and teaching methods.

In pre-school instruction--programs to help prepare children for their first formal school experiences by offering valid pre-school education aimed at building attitudes and early skills.

In adult education--informal education aimed at providing a rich cultural fare through programs in the arts; a continuing learning resource via college level credit and non-credit courses and vocational and professional training; programs for functional illiterates, accurate information and informed opinion about public issues as a basis for making informed judgments; and indoctrination in the ideals and values which are necessary to the sustention

and perpetuation of our society.

The introduction of ETV coincides with a period of emergency in education; represented by rapidly expanding enrollments and consequent teacher and facility shortages, and by international tension which has focused attention on weaknesses in our educational system, particularly, the failure to instill the dedication and commitment to democratic principles which Americans require for effective involvement in an ideologically bi-polarized world!

However, lack of understanding among educators, by nature conservative and slow to accept innovations, has been responsible for hesitancy to use and develop new technologies, and the size and complexity of our educational structure has inhibited the rapid development of such understanding. Consequently the application of communications technology to the teaching-learning process has been fragmented and sometimes has been met with positive resistance.

Through the work of the National Association of Educational Broadcasters, in collaboration with other national educational agencies, some progress has been made in the general field of educational communications; but the rate of progress is not adequate to the need or to the pressures of the times.

The Present Status of Technology

At the present time in the United States, there are 255 educational radio stations and 70 educational television stations on the air. There are 350 - 400 closed-circuit television systems in various schools and colleges. There are approximately 40 new television stations in advanced stages of planning and preparation. There are 5 state networks of educational television, one state and one regional radio network, and approximately 30 states have state plans or central state agencies for the development of educational television.

National "networks" for educational radio and television have been developed, with distribution centers that provide via mail several hours of educational programs a week, from cooperative planning and production among the stations. Four regional educational television production centers and tape libraries have been established.

The federal government has approved legislation providing for 32 million dollars for the further development of educational television facilities in matching grants to the several states.

Within the next half-dozen years there will probably be 500 closed-circuit television operations, 350 radio, and 150 ETV stations, combined in state, regional, and, possibly, national networks. These facilities will make it possible for schools, colleges, and citizens to select from programs of remarkable quality and variety.

From the standpoint of facilities for distribution and utilization much has been achieved; the technology is proceeding fast enough. From the standpoint of the need for development of people with the knowledge and skills in the application of the technology progress is calamitously slow.

The Concept of Professionalism in Educational Broadcasting

In spite of all present and projected progress, the fact remains that educational broadcasting can only be what the people involved in it make it. Its substance can only result from the concepts, the skills, and the attitudes of its professional personnel.

Television is a relatively new medium of communication--educational television is a new methodology, requiring new techniques and new understandings. Personnel who are adequate to the requirements and demands of this new medium have been developed only in the past ten years and there is a critical problem of enough people adequate for the job.

This will require a kind and quality of effort that will attract and develop the people, the professional educators and technologists, who have the knowledge, skills, and understandings.

Much of the hope for excellence in educational broadcasting and in the use of the electronic media depends on the broad competence and dedication of people attracted to it as a career. We must attract to this newly emerging profession the very best imaginative minds of the land. And we must continually upgrade the quality of those already in the field so they are adequate to the requirements and demands of using the new media to its fullest potential.

This is a continuing task, and can only be accomplished by a free association of trained and dedicated personnel operating within a frame of established standards that are essential to professional competency and responsibility. These people are, and must be, educators who understand the implications of the technology they use, and technolgists who understand the imperatives of education. They must be provided the climate and the structure for their development and growth, - in short, a true professional home.

An Agency to Meet the Need

It is only through a comprehensive program for educational communications that all the necessary resources can be marshalled to provide the commonalty of understanding, the instructional insights, and the skills necessary to the full development of the total media.

Such a program must adequately represent the various educational institutional interests, and must derive its strength from the combined judgments of the educational community.

It must be educationally oriented toward the basic principles of the teaching-learning process, and it must be technologically sophisticated and informed in the media approach to better education.

The National Association of Educational Broadcasters is the organization which includes within its structure all of these elements. It can act as a catalyst in furthering the understanding and stimulating action by member institutions and professional educators. It can provide initiative in developing standards of quality and in promoting practical applications of the communications process in all areas of education.

The Plan

- Intensification of the activities of the professional association in its efforts to increase the number of gifted, well-prepared, and dedicated persons in creative and transmissive roles in educational broadcasting and promote awareness of common purpose between the educational media and the field of formal education as a means of backstopping. . .

- A major citizenship training effort through facilities and personnel of educational broadcasting, implemented through various in-service seminars and workshops, cooperative enterprises with schools, colleges and other professional associations, production of radio and television programs, and dissemination of pertinent information and materials.

A. The NAEB Role

The National Association of Educational Broadcasters will continue to serve in its traditional role as an association of educators and educational institutions using communications technology, and as a distributor of cooperatively produced recorded educational materials. The Association headquarters will take care of the public relations and public information service, conduct and stimulate research, provide regular legal and advisory service to the membership, and edit and publish various periodicals, and reports. It will conduct a continuing program of recruitment and training, maintain placement service, and, in general, provide educational communications personnel with a professional home that will nurture and promote their growth.

In addition to carrying on these regular functions, the NAEB proposes to intensify and accelerate its continuing effort to professionalize educational broadcasting.

1. Professional Advancement

This activity will be concerned with the determination and advancement of professional standards. Through it, educational institutions will cooperatively identify and support standards in the training of educational broadcasting personnel, the training of technicians, the organization of instructional materials, basic values of production, and the basic processes of utilization.

Successful integration of electronic communications and education depends on the development of a core of professional personnel with the philosophical concepts and practical understanding adequate to that process. There is now no agency which identifies, stimulates, encourages, and recognizes standards of professional excellence in this area.

The standards set will serve further to stimulate and interest educational personnel generally, and prospective contributors to this field, in becoming active participants in the over-all effort to advance education through the intelligent use of educational technology. To this end, it will, in cooperation with institutions of higher education, develop courses of study in the media and their responsible uses.

Professional excellence will be encouraged at all levels of educational broadcasting. Provision will be made for recognition of individuals, educational institutions, and industrial organizations who have exemplified, maintained and supported the adopted standards.

Efforts will be made to encourage and initiate publication of articles and reports devoted to the identification and demonstration of the standards.

B. Educational Broadcasting and Civic Education

Today we are increasingly aware of the significance of the communications media for the survival and growth of the American society.

Since our ideology emphasizes the primacy of the people, it is important that civic education be carried on across a wide base of the population; hence, the mass media, of which television is the most powerful, has an important responsibility and opportunity in this respect.

The aspiration which held our country together at the beginnings must be the same one which inspires it now--the challenge of providing the model of a free government impressive and inspiring to all men everywhere.

There was a time when it seemed certain that the case for free government was won. Now the future of freedom is far from sure. If Americans are to make freedom a reality rather than rhetoric, it must be in the context of effective participation in decision. With leisure increasing, the question will be whether

most Americans join a happy laughing crowd divested of responsible concern for the community or accept membership in a democratic system.

Properly managed, the mass media can provide the people of our nation, wherever they are, with direct participation in public happenings of vital significance; they can illuminate, can teach, and even inspire.

Public affairs should be viewed in depth historically as well as prospectively. Enlightenment includes: clarification of goals, trends to date, analytic examination of factors that condition the past, projection of future potentialities, and evaluation of alternative policies. In other words, we need a contextual approach to understand our place in the passing stream of events.

This is the kind of approach which the educational radio and television stations are making and will increasingly bring to consideration of public affairs.

Commercial broadcasting, with its compulsion to seek the largest possible audience at all times, is entertainment oriented. There can be little or no cumulation from one program to the next, and little introduction of material adapted to an educational experience. The purpose, rather, is recreational, and the mood established is one of irresponsibility and unreality; such programming conditions the public to develop an allergy for matters of serious or disturbing nature.

In educational broadcasting the aim is not at a universal audience, but at selected audiences. The purpose is not to be soporific--but to stimulate, to arouse, to inform. The emphasis is upon realism, judgment, responsibility, and the effect is cumulative.

Commercial broadcasting is so constituted that its purpose is to seek profits for its stockholders; non-commercial broadcasting's sole purpose is serving the common good.

This is not to say that commercial broadcasting does not do some excellent programming in the public service area, providing background information and interpretative comment, as well as giving spot news. However, such fare tends to be scheduled in times of crises when national attention is so focused as to make public affairs coverage profitable or is in response to critical scrutiny from the FCC.

Crisis coverage, however, is not sufficiently consistent to make for an informed public judgment.

In the Soviet world audience instruction is a matter of national policy; in the United States audience instruction is in irresponsibility as an incidental aspect of marketing. Within our pluralistic society it is well for us to supplement the market when the market transgresses public interest, by non-market

channels--under civic rather than governmental control.

In these times when the independence and even the existence of America is at stake and consideration of public affairs is a matter of national concern, educational broadcasting has the continuity of dedication and freedom to build a steadily growing audience in every community composed of responsible opinion leaders willing to devote themselves to the consideration of fundamental issues and to the interpretation of these matters for the benefit of their fellow citizens. Educational broadcasting, properly supported, can supplement frivolity by responsibility in the fostering of civic enlightenment.

Special Activities to Support Civic Education

It is proposed that varied but systematic educational opportunities in citizenship training be organized, both re-inforcing the skills and knowledge of present personnel in education and educational broadcasting and through the development of materials for use by the broadcasting media in serving both students in school and adults at home.

A. Seminars

1. Public Affairs Seminar for Educational Broadcasters

A national meeting bringing together producers, directors, writers from the field of educational broadcasting for consideration of the nature and purpose of public affairs broadcasting, the special role of educational stations in such programming, and the techniques for its most effective presentation. A leading university would cooperate with the NAEB to host the five-day session. Top consultants from education and government would participate.

2. Teachers Seminar on Comparative Government

A meeting of history, civics, social science teachers and supervisors charged with the responsibility for citizenship training in the elementary and secondary schools and interested in utilizing radio and television to help in this responsibility. The two-week seminar would provide intensive instruction on the basic nature of Soviet and American governmental systems, outline possible courses of study in this area to be presented on radio and/or television for in-school use, would develop accompanying teacher manuals and study materials, and train teaching specialists in using both the materials and techniques of educational broadcasting in the organization and conduct of such broadcast courses.

The hoped for outcome of such a seminar would be broadcasts of a number of courses in this area across the nation so that many more students could be exposed to this specialized instruction by competent teachers.

Recordings of the best courses developed could subsequently be distributed via the instructional materials centers established by the USOE.

3. Seminar in Comparative Government for Administrators

Since experience indicates that change in education is effected almost exclusively by people on the administrative level, it is vital in introducing new programs into the curriculum to convince administrators of the need for change; consequently, it is proposed that a two-day meeting be held bringing together school superintendents, principals, supervisors, and curriculum specialists for (a) consideration of the importance to our educational system of informing (rather than insulating) young people about the nature and intentions of the Soviet Union, and (b) for consideration of how the broadcast media may assist education by supplementing or providing total-teaching in this specialized area--helping to introduce quickly a new subject area into the curriculum and handling "sensitive" subject matter with competence.

Such a meeting would need to have extremely competent subject matter as well as technical specialists as consultants. AASA or ASCD would be invited to be co-sponsors with NAEB.

4. Seminar in Public Affairs for Adult Education Leaders

This seminar would be designed to have adult education leaders understand the effective educational uses of the broadcast media in advancing citizenship instruction. It would bring together those responsible for planning and presenting adult and continuing educational programs and university officials responsible for organizing extension courses. Agenda would include effective utilization of broadcast instruction, organization of discussion groups, development of supplementary study materials, identification and development of discussion leaders. Development of a study - discussion program would be tied in with adult education programs in public affairs envisioned in "B" (1) and (2) below and attention would be given to various ways in which radio and television can be utilized in a many - faceted learning experience tied in with other media, materials, and methods for the civic education of adults.

B. Programs *

1. Develop a series of television programs designed to improve public understanding of how our democratic society operates so more people will be stimulated to play a part in its future. Programs would be made available first to the National Educational Television and Radio Center for distribution to its 65 affiliated ETV stations; subsequently programs would be offered to commercial stations.

* To be produced at member stations such as WUNC-TV, Chapel Hill.

2. Develop a series of radio programs of similar nature but utilizing semi-dramatic or documentary techniques. Programs would be distributed nation-wide over the 107 stations of the NAEB Radio Network and subsequently made available to commercial stations.

In both series, printed materials would be developed related to the programs to enhance their educational effectiveness for the viewer or listner. Copies of the programs would be made available on tape for distribution via the educational media materials centers established by the USOE. Additional educational benefit might be derived from publication of the scripts in book forms.

3. Develop a sense of in-service teaching films for instructing teachers in a special course on the Soviet Union. Educational television has been especially successful in providing refresher or in-service instruction for professional people. It is proposed that a special course be produced utilizing an outstanding aurthority in the field (i.e. Professor Michael Petrovich, of Wisconsin) to provide on-the-job training in this particular subject area with the expectation that teachers could then more competently inculcate this knowledge to their own students. Text materials, reading, guides, etc. would be developed to accompany the course. The lessons, recorddd on video tape, would be made available for use over television stations or closed-circuit systems.

Budgetary Considerations

To carry out the program outlined in the previous pages requires expenditures of a magnitude above and beyond the resources of NAEB. During the 10 year period in which it has had foundation support, complete self-sufficiency has been achieved for the Tape Radio Network and the Association itself, despite rising costs, has made long strides toward reaching a basis of self-support for its core activities. When the headquarters was established, it was only 16% self-supporting; today 60% of the operational budget is supplied from its own resources. This means NAEB is now contributing to its own support at over five times the 1952 rate. The steady increase in the numbers of educational radio and television stations and the rapid growth in individual members (over 250 in the past three months), plus expanding project activities, promise eventual total, or near total support. We are confident this goal can be achieved within three years.

Budget

1. To supplement its own funds in order to provide national leadership in the professional up-grading of educational broadcasting, foundation underwriting is sought for a three-year program in which support would be progressively reduced.

1. Professional Advancement Project

The project envisions a crash two-year program for establishment of standards. It includes consultation with other organizations, small regional meetings, and two national seminars of deans of education, heads of teacher colleges, and curriculum specialists. It involves participation of leading educators and cooperation with professional organizations and learned societies and institutions of higher education.

Budget	1st Year	2nd Year	3rd Year	3-Year Total
Salaries				
Director of Professional Development	$10,000	$ 8,000	$ 4,000	$22,000
Secretarial	4,000	3,000	1,000	8,000
Supplies and Expense				
Office	1,000	800	200	2,000
Travel	3,000	1,500	500	5,000
Professional Program				
Seminars (2)	7,000	5,000		12,000
Consultants	3,000	2,000		5,000
Publications	3,000	2,000	1,000	6,000
	$31,000	$22,300	$ 6,700	$60,000

2. Civic Education Project

Supporting additional effort via non-commercial broadcasting in a three-year program of strengthening and broadening existing activities, both within and without the school system, to promulgate the ideas and values of America and educate its people for civic responsibility within a pluralistic society.

Budget	1st Year	2nd Year	3rd Year	3-Year Total
Seminars (4)				
Secretarial	$ 4,000	$ 3,000	$ 2,000	$ 9,000
Travel for Participants	10,000	8,000	5,000	23,000
Publications	2,000	1,500	500	4,000
Consultants	6,000	2,000	1,000	9,000
	$22,000	$14,500	$ 8,500	$45,000
Program Series (3)				
Program Coordinator	$ 9,000	$ 7,000	$ 5,000	$21,000
Secretarial	4,000	2,000	1,000	7,000
Travel	4,000	2,000	1,000	7,000
Production Costs	15,000	10,000	5,000	30,000
	$32,000	$21,000	$12,000	$65,000
Grand Totals	$85,000	$57,800	$27,200	$170,000

Summary

We of NAEB have profound faith in the potential of radio and television in the service of enlightenment and human betterment. In particular we believe these media have a special capacity for stimulating an increased awareness of the common principles underlying a free society and for helping education develop a citizenry capable of perpetuating the ideals and practices fundamental to the life of our nation. But the potential of these miraculous instruments will not be realized to more than a fraction of their capabilities, unless a true profession is created to use them and guide their uses in education at all levels.

With the need for such a profession becoming increasingly apparent and urgent, we would be remiss if we did not make the effort to dramatize the need and take the initiative in securing the resources and developing the mechanism for bringing it into being.

November 12, 1962

Mr. Capus Waynick
Executive Vice president
The Richardson Foundation, Inc.
122 East 42nd Street
New York 17, New York

Dear Mr. Waynick:

This is just a note to explain that due to the simultaneous absence of several key staff members, we have taken longer in the preparation of a proposal than I had originally estimated. However, such a memorandum is now underway and will be forwarded to you shortly.

I hope you have had time to listen to some of the records in the two albums I left for you. If you have not yet had the opportunity to hear any of them, I suggest particularly "The Living Declaration" from the Jeffersonian Heritage and "The Music and the Dream" from People Under Communism.

May I say what a pleasure it was for Mr. Hurlbert and myself to meet with you recently and thank you again for your courtesy and consideration in listening to us.

Sincerely yours,

William G. Harley

WGH/mlg

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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